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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 35 titles deal with a variety of topics, including the following: (1) characterization of native Americans in children's and young adult's fiction written by native American and nonnative American authors; (2) fantasy fiction; (3) the feasibility of using folk literature to teach select critical reading skills to sixth grade students; (4) how ninth grade boys read short stories and science selections; (5) criticism of ten of the most frequently anthologized American short stories in state adopted textbooks used in Alabama secondary schools; (6) a literary criticism course designed for college seniors; (7) adolescent novels dealing with divorce, separation, and desertion; (8) sports and literature; (9) creativity training's effect on poetry writing; (10) developing moral awareness in high school literature classes; (11) black women writers of the Harlem Renaissance; (12) the process of responding to literature; (13) the effectiveness of bibliotherapy in conjunction with adolescent novels in altering student attitudes; (14) sex-stereotyping of females in primary school reading textbooks; and (15) the classification of selected parables on the basis of their literary characteristics. (HTH)

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Literature, Literary Response, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1981 (Vol. 42 Nos. 1 through 6)

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DRAMATIZATION OF CHILDREN'S LITERATURE AND VISUAL PERCEPTUAL KINESTHETIC INTERVENTION FOR DISADVANTAGED BEGINNING READERS Order No. 8126995

ADAMSON, DIANE O'TOOLE, ED.D. *Northwestern State University of Louisiana*, 1981. 113pp. Directed by: Dr. Bob G. Lumpkins

Purpose of the Study. The primary purpose of this study was to compare the effectiveness of two intervention techniques--a verbal interactive dramatization of children's literature treatment and a nonverbal visual perceptual kinesthetic treatment on the reading readiness, language development and self concept of economically disadvantaged rural, white kindergarten students. The secondary purpose was to evaluate the effects of sex of subject and pretest or no pretest condition on criterion scores.

Procedures. A field experiment was conducted for twelve weeks during the spring semester of 1981. Participants included 44 male and 36 female kindergarten students from three intact classes at two rural northern Louisiana schools. An extension of the Solomon Four-Group Design was used with verbal or nonverbal type of treatment, pretest or no pretest condition and male or female sex of subject as the independent variables. Subjects were randomly assigned in equal numbers by sex to groups, which were then randomly assigned to treatment and pretest conditions. For thirty minutes a day subjects in the verbal treatment group were exposed to audiovisual or to audio only presentation of children's literature followed by student impromptu dramatizations: and subjects in the nonverbal treatment group were exposed to visual perceptual, kinesthetic readiness activities and materials. The *Lee-Clark Reading Readiness Test*, the *Peabody Picture Vocabulary Test*, and the *Primary Self-Concept Inventory* were administered as posttest measures of the dependent variables of reading readiness, language development and self concept for three Null Hypotheses stated at the .05 level of confidence. Three separate 2 x 2 x 2 factorial analyses of variance were computed and results were analyzed for significant differences with the F-test.

Findings. Statistical analysis of group mean scores for the *Lee-Clark Reading Readiness Test* revealed that significant differences existed between the scores of subjects in the verbal and nonverbal groups. The verbal interactive dramatization of children's literature group performed significantly better than the nonverbal visual perceptual kinesthetic group in reading readiness. A significant interaction of female sex and pretest condition was noted. Analysis of the group mean scores of the *Peabody Picture Vocabulary Test* indicated that the verbal group performed significantly better than the nonverbal group in language development. No significant difference was found in the self concept scale scores on the *Primary Self-Concept Inventory* between subjects who were administered a verbal interactive dramatization of children's literature treatment and subjects who were administered a nonverbal visual perceptual kinesthetic treatment.

Conclusions. The following are among the primary conclusions within the limitations of this study as suggested by the analysis of data: (1) Verbal interactive dramatization of children's literature is more effective than nonverbal visual perceptual, kinesthetic techniques in fostering the language development and reading readiness of economically disadvantaged kindergarten students. (2) Verbal interactive dramatization of children's literature had a greater impact on the language development and reading readiness of economically disadvantaged students than nonverbal visual perceptual, kinesthetic techniques irrespective of sex and/or pretest, no pretest conditions. (3) Neither the verbal interactive dramatization of children's literature nor the nonverbal visual perceptual, kinesthetic approach seemed to have a significant effect on the self concept of economically disadvantaged kindergarten students. (4) Language development was the dependent variable which was most significantly enhanced by the verbal treatment for economically disadvantaged kindergarten students in this study.

THE CHARACTERIZATION OF NATIVE AMERICANS IN CHILDREN'S AND YOUNG ADULT'S FICTION, WITH A CONTEMPORARY SETTING BY NATIVE AMERICAN AND NON-NATIVE AMERICAN AUTHORS: A CONTENT ANALYSIS Order No. 8125814

BARRON, PAMELA PETRICK, PH.D. *The Florida State University*, 1981. 191pp. Major Professor: Phyllis Van Orden

The purpose of this study was to examine the nature of the characterization of Native Americans in selected children's and young adult's fiction books with a post-1945 setting. It sought to determine whether or not stereotypes of Native Americans appeared in this literature and whether or not there were differences in the portrayals of Native American characters by Native American and Non-Native American authors. Twenty-seven selection sources were used to identify the 114 books included in this study.

Supportive data for this study were obtained by using the technique of content analysis. The analytic instrument used in this study was developed by the researcher. It is a modification of the two instruments used by Gast in his study and a synthesis of criteria used in studies done by Shaw, Dusold, Feingold, the Council on Interracial Books for Children, the participants in the library Services Institute on Library Materials for American Indians, and the Stanford, California, Task Force for the Evaluation of Instructional Materials. In order to study the characterization of Native Americans, ten general categories were developed: story setting, attitudes of author in relation to Native Americans, use of dialect, author's portrayal of the relationship between Native Americans and whites, author's portrayal of the values and ethics of Native Americans, author's portrayal of contributions of Native Americans, author's portrayal of contemporary Native American life, characterization of the Native American character, stereotype with regard to characterization, and stereotype with regard to storyline.

The investigation revealed that by combining the elements of characterization that appeared most often in the books analyzed a composite Native American character could be created who can be described as: a main character who is a male, Navajo, teenager living in the West on a reservation in a hogan with both parents and attending school. His physical characteristics are described in terms of hair and eye color, he does not speak in dialect, and his goal in life is self-realization. There is a positive family relationship and their economic status is adequate. The relationship with whites is that of mutual tolerance and a strong sense of family and kin relationship is expressed as a value. His contribution to society is arts and crafts. Problems of health, education, and job opportunities are concerns of his contemporary life style.

Most of the books analyzed contained more than one type of stereotype with regard to characterization of Native American characters and more stereotypes with regard to storyline were found than in any other category. Books written by Non-Native American authors were found to contain more stereotypes than those written by Native American authors.

The researcher concluded that many of the more obvious stereotypes of Native Americans such as "Noble Red Man", "Drunken Old Indian", etc. have given way to a more subtle stereotype. Descriptions of Native Americans in the books analyzed often include a reference to an element of nature. There was also a noticeable lack of humor in the books analyzed. Because of the misconceptions about Native Americans being perpetuated in this literature, writers of children's fictional literature should be more insightful with regard to the dynamics of Native American culture. There is also a need for more children's books to be authored by Native Americans.

PROBLEMS IN GENERIC CLASSIFICATION: TOWARD A DEFINITION OF FANTASY FICTION Order No. 8123611

BARTH, MELISSA ELLEN, PH.D. *Purdue University*, 1981. 254pp. Major Professor: Virgil L. Lokke

The primary concern of this study is to provide a methodology for identifying those texts belonging to the genre I label fabulation. Although the approach in part relies on the apparatus of structuralist criticism, it is not intended to be simply a structural analysis of the genre. Structural analysis is used as a starting point in the discussions of key generic elements in order to make these elements more readily visible to someone reading my argument. Three major aspects are considered as significant generic markers: causation, narrative structure, and patterns of closure.

The first chapter, "Arresting Strangeness: The Ontological Nature of Fabulation," introduces the problem of genre classification. More importantly, however, it provides a synthetic overview of seven writers on the genre fabulation: J. R. R. Tolkien, C. N. Manlove, W. R. Irwin, Eric S. Rabkin, Tzvetan Todorov, Witold Ostrowski, and Jane Mobley. These critics are studied in order to identify a basic but unarticulated concern in their writings with a fundamental marker of fabulation: foregrounding the nature of the textual ontos.

Chapter Two, "Cause and Effect: A Generic Paradigm," is a presentation of the paradigm I develop to account for the six types of causation a fabulated text may exhibit. All six are discussed in light of Vladimir Propp's formalist conception of function. Each causal principle is also studied by means of a sample text drawn from the level of formula fiction. Formula fiction provides the models because it is at this level that it is the easiest to identify generic markers.

The third chapter, "The Quest for Understanding: Narrative Strategies," considers the ways in which fabulated texts provide the implied reader with the information he will need to understand the ontology of the text and the causal principles that control the events

therein. The discussion centers on two methods of exposition: the open form (in which information concerning the textual ontos is not concealed from the reader) and the delayed form (in which the nature of the textual ontos is not revealed fully until the text's conclusion). Narrative patterns must be considered in this study of genre because they are one of the primary means by which the text acquaints its implied reader with the ontological nature of the fabulated world.

Similarly, the fourth chapter, "The Quest for Certainty: Patterns of Closure," studies five forms of what I call absolute closure because the pattern of closure the text employs also provides an implied reader with pertinent information about the ontological nature of the fabulated text and about the causal principles controlling that ontos. Each pattern of absolute closure is illustrated by means of a sample text.

In addition to absolute closure, I identify another variety which I label expanding closure. Chapter Five, "Breaking Form: Metafictional Fabulation," discusses expanding closure as well as other aspects of this most extreme form of fabulation. Metafictional fabulation is the label I use to describe those fabulated texts that never make the nature of the textual ontology clear to the reader. In other words, metafictional fabulations refuse to give conclusive answers to the central questions of the genre: "What do I know?" (ontology) and "How do I know?" (epistemology). I argue that these texts do not escape the boundaries of the genre fabulation but rather expand them to include both concerns with the nature of the textual ontos and the manner by which the reader attempts to make sense of that textual world.

AN EXPERIMENTAL STUDY TO DETERMINE THE FEASIBILITY OF USING FOLK LITERATURE TO TEACH SELECT CRITICAL READING SKILLS TO SIXTH GRADERS

Order No. 8126472

BOSMA, BETTE AGNES, PH.D. *Michigan State University*, 1981. 206pp.

The purpose of this study was to determine if critical reading skills can be taught effectively through guided reading of folk literature. Critical reading was defined as the process of using critical thinking in reconstructing meaning of the printed message. Folktales included narrative which had its origin in oral tradition, written legends, fairytales, myths, and animal tales. The study investigated four questions; (1) Will there be a difference in critical reading ability of sixth graders after direct instruction in critical reading through guided reading of fold literature? (2) Will there be a difference in critical reading ability of sixth graders taught critical reading skills using folk literature and sixth graders taught critical reading skills through other materials? (3) Will there be a difference within groups for subjects with low, average, or high critical reading ability after the critical reading instruction through folk literature as compared to critical reading instruction with other materials? (4) How was interest of students relative to folk literature affected by the intervention?

Subjects were ninety-nine pupils in four sixth grade reading classes taught by the same teacher. Two experimental classes (n = 50) received instruction in critical reading skills through guided reading of folktales (a) by the teacher reading aloud and modeling a critical reading process, and (b) by children reading independently a book of their choice selected from 120 folktakes in the classroom.

Instruction in critical reading for two control classes (n = 49) was presented through (a) teacher reading aloud from books, excluding folk literature, to model critical reading process and (b) by children working in skillbooks and assigned practice material.

All four questions were studied by ethnographic considerations including participant-observation, informant interviews, and analysis of field study data.

In addition, questions one and two were subject to statistical analysis using a two by two analysis of variance with pretest-posttest being the two levels of the within-subjects factor, and folk literature-conventional reading material being the two levels of the between subject factor. A LOOK AT LITERATURE: The NCTE Cooperative Test of Critical Reading and Appreciation was the evaluative measure.

Question three was measured by an analysis of covariance using mulitple regression equations to predict posttest scores, with pretest scores serving as covariate and the type of reading material used in instruction as factor.

Analysis of data obtained from ethnographic consideration led to the conclusion that critical reading did improve as a result of direct instruction in guided reading of folk literature. Direct instruction appeared to be more effective when followed with opportunity for pupils to practice critical reading in self-selected folktales and to share evaluative responses.

Posttest scores from A LOOK AT LITERATURE as compared to pretest results showed no significant difference in critical reading ability after intervention, taking the group as a whole. The two by two analysis of variance indicated an F (1,96) ratio of 1.89 at $p > .05$. The between group factor produced an F (1,96) ratio of .017, $p > .05$.

The subjects in the experimental group with low pretest scores improved significantly in posttest scores in comparison with subjects in the control group with low pretest scores. An analysis of covariance produced an F (1,94) ratio of 3.96 due to the group times pretest interaction at $p < .05$.

The significant gains of the low scoring subjects in classes using folk literature led to the conclusion that low achieving readers can learn critical reading skills in the regular classroom through competent instruction with worthwhile and interesting literature.

The high level of interest maintained throughout the study supports the conclusion that folk literature provides a feasible means of teaching critical reading. Interest was particularly noteworthy among boys.

A STUDY OF THE CRITICISM OF CHILDREN'S LITERATURE 1969-1979

Order No. 8121771

BRETT, BETTY MARION, PH.D. *The Ohio State University*, 1981. 501pp.
Adviser: Professor Charlotte S. Huck

This study was undertaken to examine the state of the art of the criticism of children's literature and to seek answers to questions related to the existence of such criticism and the nature, scope, and categorization of the same. The period under review was the decade 1969-1979; the sources of information were books and general periodicals as identified through standard bibliographic research procedures, as well as a purposive sampling of periodicals of the library and teaching professions in the United States, Canada and Great Britain. All sources selected for inclusion in the study were examined for evidence of critical viewpoints, categories of critical opinion, and developing trends. In the context of the study criticism was deemed to be writings which either in whole or in part were concerned with some aspect of the nature, function, or quality of children's literature; the critic was any individual whose writing of a critical or evaluative nature had been published in book form or in the periodical literature.

The study provided convincing evidence of the existence of an extensive and impressive body of criticism of children's literature which may be categorized as work-centered, children-centered, and issues-centered. The work-centered criticism, rooted firmly in scholarship and tradition, deals with literary elements and examines all genres. It demands a literature which adheres to high literary standards, refusing to compromise quality because books are for children. Child-centered criticism draws on the evidence of psychological study to insist that the evaluation of children's literature take into account the developmental nature of child growth, so that books of excellence are accessible to all. Issues-centered criticism focuses on the appropriate presentation in children's books of many of the issues of contemporary society. A developing trend appears to be a more comprehensive criticism which, while it remains primarily concerned with literary excellence, takes due cognizance of the nature of the child and the nature of society.

The evidence of this study is that there is a distinctive children's literature which is being increasingly acknowledged as worthy of study, research and comment both within the university community and among scholars in general--a literature which is supported by a large and growing body of serious criticism.

THE PROBLEMATICS OF READING AND THE POETRY OF INTERACTION

Order No. 8114654

CARAHER, BRIAN GREGORY, PH.D. *State University of New York at Buffalo*, 1981. 366pp.

A model of literary reading based on John Dewey's notions of interaction and inquiry, notions most fully developed in his *Logic: The Theory of Inquiry*, this dissertation considers the nature of literary inquiry into literary experience. When applied to literary works, Dewey's notion of inquiry leads into particularizing investigations of the "problematics" of reading. A "problematic", developed in the course of reading and rereading a specific poetic text, centers and guides the particular ways in which a reader actively engages the text and the ways in which the text acts upon and guides the reader. This model of literary reading also draws upon Stephen Pepper's work in aesthetics and the theory of evidence and Ludwig Wittgenstein's writings on understanding and being guided.

The first two chapters develop the model pragmatically and theoretically through "touchstone" readings of three of William Wordsworth's "Lucy poems". Most of the first chapter, "A Romantic Slumber: Dreaming the Death of the Lovely Other; or, A Case of Murder

and the Romantic Imagination", is concerned with the adjudication of three possible readings of "A slumber did my spirit seal". Problems of experience, context and rhetorical complexity encountered in the activity of reading this poem are all addressed at length. Furthermore, the fate of the narrator of Wordsworth's lyric is seen as representative of the fate of numerous critical readers--the slumbrous failure to interact. In the second chapter, "Toward the Problematics of Reading: A Realignment of Critical Inquiry in Relation to the Activity of Reading", a theoretical exposition of this interactional model of reading is developed, treating the interaction of reader and poem as a critical inquiry into the boundaries and interdependencies of self and others. The general framework here is Deweyan. Various gleanings from and critiques of passages and concepts in Dewey and various other philosophers, philosophical psychologists and anthropologists are coordinated to produce a critical analysis of Dewey's phenomenology of experience amenable to literary studies, especially the question of the reader and the activity of reading. Most particularly, Dewey's notion of inquiry into experience yields the concept of a "problematic"--a form of critical inquiry which attends to aesthetic events as characteristically problem-generating and which helps describe and elaborate conceptually the felt qualities of such events.

Two other chapters follow: on Wordsworth's *The Prelude* and on James Joyce's *Ulysses*. Here, the critical problems of structure and character are considered in relation to texts which foreground the problems of readerly interaction with them. In the chapter "The Growth of the Reader's Mind or The Singing of Law into the Heart" readings of Books I and XIV of *The Prelude* are given. The "problematic" which centers and guides the interaction of work and reader here is the enduring conflict between that "unnatural self" with its "trances of thought and mountings of the mind" and that "genial" and "moderated" self which attends to others and weds itself to the shapes and things of the world. The enduring conflict between modes of self is recognized as that which shapes the discontinuities in structure and rhetoric in *The Prelude* and engages a reader in interactively following through, resisting, questioning and accepting the terms and intimacies of this self-reflective conflict. The fourth chapter, "The Pain of Self and the Pull of Otherness: Egoism and Resistance in *Ulysses*", consists of a reading of the "Proteus" episode of *Ulysses*. In sum, the painful search of the Dedalian self for a substantial encounter with another self consitutes the "problematic" which centers and guides the interaction of work and reader in reading *Ulysses*.

THE SEX-ROLE SOCIALIZATION OF WORKING CLASS ADOLESCENT GIRLS: THEMATIC ANALYSIS OF ROLE-CHANGE BEHAVIOR IN WRITING CHILDREN'S STORIES

Order No. 8125473

CHASEN, BARBARA ZITA, ED.D. *Harvard University*, 1981. 236pp.

A comprehensive review of the literature bearing on working class sex-role socialization included a small but intriguing group of studies, principally by Bernstein and his associates (1971,1973), which suggested that working class girls, in contrast to the boys, may demonstrate greater linguistic and behavioral (or "role") complexity. If such expertise in linguistic code-switching and social role-switching does exist, it has important implications for educators. For example, teachers of working class adolescent girls should not assume that verbalized traditional sex-role attitudes are echoed in equally traditional role behaviors. If, in fact, these girls have experience in taking on a variety of roles, including traditionally masculine, instrumental roles, then they have an important basis both for learning to think hypothetically and for being introduced to career alternatives.

In order to augment the existing data on the working class girl's ability to change roles, I set up a research project to test the hypothesis that more working class, white, adolescent girls than boys would demonstrate an ability consciously to take on a sex role characteristic of the opposite sex. As a direct measure of behavior, I chose the method of thematic analysis of imaginative writing as developed for motivational research by McClelland and his associates (1961,1975). In a preliminary study with working class adolescents, I identified themes found almost exclusively in children's stories written by girls and themes found almost exclusively in children's stories written by boys.

The principal study of the thesis was carried out in high school classes in an urban public school system with 57 girls and 54 boys, identified as working class, white, and American-born. On the first day, students were given the cue to invent their own story for a child. The themes of these stories fit the sex-differentiated thematic categories as closely as in the preliminary study. On the following day, students were given the cue to write a story that a member of the opposite sex might invent for a child. In that second story, the subject would demonstrate successful role-change behavior by writing a children's story that would be read by three coders as having a theme typical of the opposite sex (according to the categories established in the preliminary study). The hypothesis was supported with statistical significance.

The concluding chapter of the thesis enlarges upon the implications of these findings for the education of working class adolescents. Specifically, ability to role change is discussed in relation to ability to think in formal operational terms (Piaget) and to speak in an "elaborated" linguistic style (Bernstein). Bernstein's work, supported by earlier research, suggests that working class socialization reinforces particularistic or "restricted" speech and thought. In follow-up interviews to my study, subjects successful at role change were unable to articulate the process of their writing behavior. Thus, while the girls in particular can take on different roles, working class adolescents either may not have practice in thinking or speaking abstractly or they may not value such middle class "elaborated" forms of expression.

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AN EXPLORATORY STUDY OF HOW NINTH GRADE BOYS READ SHORT STORIES AND SCIENCE SELECTIONS

Order No. 8123894

DAGOSTINO, LORRAINE, PH.D. *Syracuse University*, 1981. 170pp.

The purpose of this study is to describe the silent reading processes that ninth grade boys report they use while reading short stories and scientific material: it accomplishes its purpose by identifying from introspective reports fourteen strategies which are used during silent reading, and by analyzing retellings and responses to comprehension questions to determine what the students remember and understand. In addition to studying reading strategies and comprehension, the study consider the readers' interest in two kinds of material. Two short stories and science selections were used to elicit the strategies, retellings, and responses to questions. The introspections were classified, the retellings were scored using the Goodman Burke Reading Miscue Inventory, and the responses to the questions were categorized according to criteria used by E. A. Peel. The interest inventory which was used was created for this study.

Generally, the data on the frequency of occurrence of strategies suggest that while readers draw from a common core of strategies, which many readers use, readers also have individual preferences. Four case studies are included to illustrate individual behaviors. The analyses of the data show that story and science text stimulate the use of the same strategies, with the exception of *prior knowledge*, but that sometimes the frequency of occurrence of particular strategies is significantly greater for one kind of text than it is for the other.

The data on comprehension, that is scores for the retellings and the responses to the questions, suggest that the 21 ninth grade boys in this study remember and understand short stories better than science text, but that in the case of individual readers the level of comprehension can vary for each of the four selections. There is little evidence that these ninth graders are reading at the inferential level.

The correlation coefficients of frequency of occurrence of each strategy and the retelling scores show that several strategies are significantly related to comprehension. These are Easy to Read, Visualize, Prior Knowledge, Personal Involvement for science and Easy to Understand, Summary, and Inference for story.

The question on the relationship of interest to comprehension was exploratory. The findings suggest that although there are positive correlations of interest and comprehension for story, the same did not occur for interest and comprehension of science text. This may be an area for further research.

A COMPARISON OF SELECTED AUTHORS' INTENDED IDEAS AND THE ACTUAL UNDERSTANDINGS BY YOUNG CHILDREN OF SELECTED PRIMARY GRADE BOOKS IN WHICH DEATH IS THE MAIN THEME

Order No. 8115935

DORVAL, JEFFREY HARRIS, ED.D. *Temple University*, 1981. 114pp. Major Adviser: Dr. Anne D. Roos

The purpose of this study was to investigate why authors of selected books for young children decided to use death as the main theme of their books, why they wrote about the death of an adult relative, sibling, friend, or pet, and what influenced their choices of subject matter and/or characters.

An additional purpose of this study was to determine if children, after reading the selected books, demonstrate an understanding of death as presented by the particular authors. The study attempted to answer the following research questions: (1) Do authors of books for young children have a particular personal reason for choosing death as the main theme of their books? (2) Were there particular events in the private lives of the authors which determined whether the authors wrote about the death of an adult relative, sibling, friend, or pet? (3) Will young children understand the author's presentation of death? Will this understanding be affected by the child's direct experience with death?

Procedures. A questionnaire was sent to the five authors used in this study. They were asked why they chose death as the main theme for a young child's book, and why they chose to write about the death of an adult relative, sibling, friend, or pet.

A book by each of the authors used in this study was read to thirty children from a third grade of a middle-class, white, urban public school in the northeast section of the United States. The children were performing at or above grade level. The five books were selected because their themes deal with the death of an adult relative, sibling or pet, or the social and physical processes which are present when death occurs. The children responded to a questionnaire after each book was read to the class. There was a different set of questions for each book read. The questions were based on the responses by the authors to the questionnaires sent to them and the content of their books. Responses from each children's questionnaire were compared with responses from each author's questionnaire.

All of the children responded to a general questionnaire based on direct and vicarious experiences with death. This questionnaire was presented after the reading of all of the books. The answers to this questionnaire were used to determine whether the children's direct experiences with death had influenced their responses to the five selected books.

Conclusions. The findings of the study revealed: (1) The five authors used in the study expressly stated particular personal reasons for choosing death as the main theme of their books. They expressly stated that there were particular events in their private lives which determined whether they wrote about the death of an adult relative, sibling, friend, or pet. (2) A majority of the children did not understand the presentation of death by two of the five authors used in the study. (3) A majority of the children did understand the presentation of death by two of the five authors used in the study. (4) A majority of the children had partial understanding of the presentation of death by one of the five authors used in the study. (5) The children's understanding of the five authors' presentations of death was not affected by data which showed that all of the children had a direct experience with death and a great majority of them suffered the loss of a close relative.

An interpretation of the findings in the study led to the following conclusions: (1) The response to the first and second research questions should be "Affirmative." (2) The response to the first part of the third research question should be "Affirmative" for two of the authors, "Negative" for two of the authors, and neither "Affirmative" nor "Negative" for one of the authors. (3) The response to the second part of the third research question should be "Negative."

SELECTED CRITICISM OF TEN OF THE MOST FREQUENTLY ANTHOLOGIZED AMERICAN SHORT STORIES IN STATE-ADOPTED TEXTBOOKS USED IN ALABAMA SECONDARY SCHOOLS: IMPLICATIONS FOR TEACHING

Order No. 8119556

DUNHAM, MARLA HOOPER, ED.D. *Auburn University*, 1981. 306pp. Director: Alvin D. Alley

To determine which short stories appeared most frequently, the researcher examined the twenty-four textbooks which contained short fiction by American writers from the State-Adopted Textbook List for grades seven through twelve prepared by the State Department of Education in Montgomery, Alabama, effective from July 1, 1977, through June 30, 1983. Anthologies which were primarily or entirely British or world literature were excluded. From the seventeen stories which appeared three or more times, the researcher selected the following ten for inclusion in this guide (listed in order of copyright date): "The Devil and Tom Walker" (1824), "The Ambitious Guest" (1835), "The Minister's Black Veil" (1835), "The Tell-Tale Heart" (1843), "An Occurrence at Owl Creek Bridge" (1891), "Silent Snow, Secret Snow" (1932), "By the Waters of Babylon" (1937), "The Secret Life of Walter Mitty" (1939), "The Lottery" (1948), and "A Summer's Reading" (1956).

The researcher compiled a summary of selected criticism for each of these ten stories. The summary was followed by specific ways the story could be taught in the English classroom, based upon a knowledge of the criticism with suggestions for pre-vision (before reading the story) and post-vision (after reading the story) activities and questions.

The researcher concluded on the basis of the results of the textbook survey that the American short story is a major feature of state-adopted textbooks in Alabama with many authors and stories being represented. This phenomenon is probably widespread since the same textbook series are usually adopted in many states. Ethnic authors are still largely ignored in these series. The criticism for all ten stories revealed that generally, even among critics, there was no one definitive interpretation of any given story; therefore, students should be exposed to as many valid interpretations as possible. The inclusion of questions and activities based upon the criticism is one attempt to show the need for and a way to integrate scholarship and pedagogy in the English classroom.

AN INVESTIGATION OF THIRD GRADERS' LISTENING COMPREHENSION AND APPRECIATION OF HUMOROUS CHILDREN'S LITERATURE AND THE EFFECTS OF THEIR READING ATTITUDES

Order No. 8123053

FOREMAN, MARY-LOU LEBOEUF, PH.D. *University of Georgia*, 1981. 253pp. Director: Bob W. Jerrolds

The purposes of this study were (1) to investigate third grade boys' and girls' appreciation and listening comprehension of selected categories of humor present in children's literature; (2) to investigate third graders' listening comprehension of the nonhumorous and humorous story elements within humorous picture books, and (3) to investigate the relationship between third graders' attitudes toward reading and their appreciation ratings of humorous picture books and attitudes toward reading and listening comprehension of humorous story elements.

The subjects for the study were 67 third grade students, 36 boys and 31 girls, from a rural county in northeast Georgia. These students were from heterogeneous classrooms, and their reading levels were average and below average.

The materials used were 36 tape recorded humorous picture books representative of nine categories of humor: exaggeration, surprise, slapstick, the absurd, human predicament, ridicule, defiance, violence, and verbal humor. Four books were selected for each of the nine categories; each selection was a book judged to be an appropriate representation of that category.

The instruments used in this study were the *Heasington Primary Attitude Scale*, a measure of attitude toward reading, and a Humor Appreciation Scale, a researcher-designed measure of the appreciation of the humor within picture books. A multiple-choice test consisting of 10 items, five measuring the listening comprehension of nonhumorous story elements and five measuring the listening comprehension of humorous story elements, was constructed for each of the 36 humorous picture books.

Data collection consisted of the following. The third graders' attitudes toward reading were measured the week of September 22, 1980. During the next five weeks, groups of approximately 15 students at a time listened to the tape recorded humorous picture books. The sample of 36 picture books was randomly assigned to the four classes of third of third graders so that each class listened to nine picture books, one from each of the nine categories of humor. For each book, a Humor Appreciation Scale was completed and the multiple-choice test was administered with the researcher reading the test aloud to the students.

Results indicated that the categories of exaggeration, slapstick, and the absurd were appreciated to a significantly greater degree than the categories of defiance, violence, and surprise. There were no significant differences between boys' and girls' appreciation ratings of the nine categories of humor. In analyzing third graders' listening comprehension among the categories of humor, the absurd category was comprehended to a significantly greater degree than the categories of violence, slapstick, ridicule, defiance, and verbal humor. Human predicament and surprise were comprehended to a

significantly greater degree than the violence and slapstick categories. Of the nine categories, violence was comprehended to a significantly lesser degree. The humorous story elements represented by the absurd category were comprehended to a significantly greater degree than the humorous story elements in the verbal, defiance, ridicule, and violence categories. Humorous story elements in the surprise category were comprehended significantly better than the humorous elements in the categories of violence, ridicule and defiance. The humorous story elements in the violence category were comprehended to a significantly lesser degree than the other eight categories. In the comparison of the subjects' listening comprehension of humorous and nonhumorous story elements, the results indicated that the nonhumorous story elements were comprehended to a significantly greater degree. No significant differences were found between boys' and girls' listening comprehension of the nine categories of humor. No significant relationships were revealed between appreciation ratings and listening comprehension, attitudes toward reading and listening comprehension, or attitudes toward reading and appreciation ratings.

A COMPARISON OF SELECTED FACTORS IN CHILDREN'S REALISTIC FICTION HAVING WAR-RELATED PLOTS PUBLISHED IN ENGLAND AND THE UNITED STATES DURING WORLD WARS I AND II

Order No. 8124569

GARRISON, JEAN WOOD, ED.D. *Temple University*, 1981. 183pp.

The children of the United States and England have been exposed to the realities of two devastating world wars during the first first half of the twentieth century. Proponents of children's literature during both war periods urged authors to use their talents to inform children about war. The purpose of this descriptive survey was to locate all available books of realistic fiction with war-related plots published by the United States and England during World Wars I and II for children of elementary school age and to compare them. The aim was to determine whether proximity to the war zones during both wars caused England to have a greater quantity of war-related books or books with different plots than those published in the United States during the same war periods.

Three hundred titles of children's books with war-related themes were found in England. All available books were read, annotated, and categorized into 12 predetermined plots which included: (a) Home Front, (b) Home Front in other countries, (c) Evacuation, (d) Flying, (e) Sea Action, (f) Spies, (g) Land Fighting, (h) Animals, (i) Sabotage, (j) Girls in Action, (k) Training, and (l) Miscellaneous or Undetermined. Four hundred twenty-one titles were located in the United States, most of which were read, annotated, and divided into the same 12 categories as the English books. Many hundreds of books were set aside as fantasy or nonfiction personal narratives. This was in direct contradiction to theories that no war-related books of fiction were written for juveniles during World War I and World War II. An annotated bibliography of books mentioned above is appended to this study.

A comparison was made between the number of books published in England and the United States during each war and between the numbers of books of fiction with war-related plots published in each war. The total number of books published and the number of war books in both countries were very similar during the First World War. The most startling discovery was that England published more juvenile literature during the Second World War than the United States, but the United States published a far greater number of war-related books. It may be concluded that proximity to the war zone and direct threat of invasion did not prompt more books about war during the periods covered in this study.

The investigation of books listed under the 12 categories revealed no outstanding difference in the treatment of children, family life, military action, or attitudes toward the war in England and the United States. This might be attributed to the common language and the universality of childhood. There were more American books about animals, girls in action, and training for military service. Few of the books were written for younger elementary school age children. Series books dominated book production in both countries during World War I and half of the war-related fiction published in England during World War II. There were few quality books published in either country and fewer still now in print.

LITERARY CRITICISM: A COURSE DESIGN FOR SENIOR UNDERGRADUATES

Order No. 8116714

GELLENS, VIRGINIA ANN MALLOY, D.A. *The Catholic University of America*, 1981. 118pp.

We are all aware of the national decline of interest in literature as an instrument of humane education. One reason for this decline, perhaps the principal reason, is an almost random multiplication of approaches to the study of literature, leaving the impression that students of literature have no body of methodic knowledge formally constituting a discipline of their own. Examination, for example, of a number of the most popular college anthologies reveals their critical apparatus to be without clear or systematic terminology or theory. In the anthologies, terms like "matter," "content," "form," "idea," are interchanged at random. There is no discrimination (or only weak, tentative discrimination) between poetic and rhetoric: there is little understanding of principles of organization. The result is the introduction of a multiplicity of answers to the simple questions: What is it that the student of literature studies? What is this thing we call a poem? How is it different from any other speech made out of language? How is it different, say from rhetoric?

My own theory has its origins in Aristotle, and I give an account of that background. It is there too that we find the terminology we need, and my contention is that we ought to use it--not because it is classical, but because it is clear, systematic, and, I think true to the nature of things.

The first part of the course design I offer in the dissertation explains theoretical and historical backgrounds. We explore Plato's *Ion* and Aristotle's *Poetics* for answers to the questions: What is the role of the critic? and How does he perform his function? We look at the history of literary criticism from Aristotle to the present through M. H. Abram's *The Mirror and the Lamp*. He offers a comprehensive formula for classifying the multiplicity of theories.

The second part of the course introduces the students to literary analysis--rhetorical and poetic. My object is to provide methodology and to show the distinction between rhetoric and poetic. Because terminology is a tool, I lay this in first. Next we do a rhetorical analysis of *Hamlet* (which can also be analyzed as poetry) because it illustrates so many rhetorical strategies and so much of the terminology needed for analyses. Then we do a poetic analysis of a sonnet by Hopkins.

The third part of the course invites the students to consider that a knowledge of Aristotle's *Ethics*, *Politics*, *Metaphysics*, *Rhetoric* and *Poetics* provides guidelines for answering the questions: What is the place of literary studies in the whole liberal arts college curriculum? What is the nature of a coherent literary curriculum? What is the value of literary studies?

Through this course the students learn that the role of the critic is to discriminate among values (which can be so easily conflated) and to establish, maintain and perpetuate standards, a task which involves extracting theory from history, and then bringing the relevant knowledge to bear upon judgment of a work.

A CONTENT ANALYSIS OF SELECTED ADOLESCENT NOVELS DEALING WITH DIVORCE, SEPARATION, AND DESERTION PUBLISHED BETWEEN JANUARY, 1970 AND MAY, 1979

Order No. 8113961

GIFFORD, RICHARD WILLIAM, ED.D. *University of Colorado at Boulder*, 1980. 151pp. Director: Associate Professor Ruth Cline

As the United States divorce rate constantly rises, more and more children are involved in broken families. One of the important needs of these children is to read about others in a similar situation. Nearly 150 adolescent novels dealing with divorce, separation, and desertion appeared in the 1970's.

The Purpose. The purpose of this study was to determine how selected adolescent novels depict families undergoing a marital breakup and comparing this depiction with psychological and sociological studies to determine the extent of concurrence. As a result, parents, educators, and librarians can be better informed about the kinds of information presented in the novels.

Procedures. The sample for this study consisted of 28 adolescent novels dealing with divorce, separation, or desertion published between January, 1970 and May, 1979. Content analysis was the technique used for analyzing the novels. Seven major categories were employed. Each novel was thoroughly read and all passages referring to the major categories were recorded.

Conclusions. The following results were shown from an analysis of the data: (1) The novels dealt exclusively with Caucasian families and 82 percent of the families were from the middle or upper middle socio-economic classes. This conflicted with actual studies which show that more incidences of divorce occur among blacks than among whites and the majority of divorces occur in the lower socio-economic classes. (2) Twenty-seven of the novels dealt with divorce, where in reality separation and desertion account for nearly forty percent of all single parents. (3) Of the children depicted in the novels, girls outnumbered boys 31 to 17. The average number of children in the fictional families was 1.66 as compared to 1.08 per actual divorce decree. The average age of the fictional children was 13.04 whereas the greatest number of children affected by divorce and separation are in the six to eight year old range. (4) The most common reasons for divorce or separation presented in the novels were unfaithfulness, alcoholism, a desire for a new life style or for freedom, constant fighting and arguing and a conflict between marriage and a career. (5) In 85.5 percent of the novels the mother gained custody of the children comparing favorably with the actual figure of approximately ninety percent. (6) A comparison of the fictional children's new life style showed agreement with actual studies in the following areas: many children were forced to relocate after their parents separated and the children usually reacted negatively to the relocation, children viewed their parents dating unfavorably, children's relationships with stepparents and stepsiblings were positive in a majority of the instances, and interpersonal relationships with both parents usually deteriorated after the separation. Disagreement with actual studies occurred where only six fictional children faced a lower standard of living and only six mothers returned to work, where in reality a majority of children experience a lower standard of living and a majority of single-parent mothers began working. (7) Reactions to their parents' separation which were described in at least three separate instances included the child blaming himself for the separation, the child having a desire to run away, and the child having fits of crying. Several unique individual psychological and physicial reactions were noted.

SPORTS AND LITERATURE: A RATIONALE AND GUIDE FOR THE USE OF AMERICAN SPORTS LITERATURE IN THE TEACHING OF A COLLEGE UNDERGRADUATE GENERAL EDUCATION COURSE IN FICTION

Order No. 8116479

GIVLER, MARK A., PH.D. *University of Maryland*, 1980. 137pp.
Supervisor: Dr. John C. Carr

Sport has become a firmly established and significant part of everday life in contemporary American society. The proof is everywhere evident: the large investments of time, energy, and money; the burgeoning growth of participation and spectatorship, the proliferation of sport publications, sport literature, and sport themes in high, middle, and mass culture. Sport has become an activity with its own jargon, its own economic empire, its own communications media, its own body of law (e.g., the unique anti-trust status of professional baseball), and its own values. Thus sport has emerged in present-day America as a social institution of tremendous scope and influence, an institution that for good or ill directly or indirectly affects the lives of all of us.

With this acknowledgement of the ubiquitous character of sports in American culture, this investigation undertakes the following:

Purpose and Methodology. The purpose of this dissertation is to establish a rationale and guide for the use of sports literature in the teaching of a college undergraduate general education course in fiction. To accomplish this purpose, the body of the dissertation is organized in a series of "arguments from." For example: (I) *The argument from history*: (1) The United States has a long cultural history of sports. Chapter I briefly reviews that history. (2) The United States has an equally long history of sports in the arts--poetry, drama, short story, novel, music and the plastic arts. Chapter II reviews that history. (II) *The argument from the content and objectives of college undergraduate general education courses in fiction*: Chapter III undertakes this argument by presenting the results of a survey conducted by this investigator. The survey arrives at a number of conclusions pertaining to the content, frequency, and objectives of college undergraduate general education courses in fiction. (III) *The argument from the nature of the college undergraduate student*: A review of the literature examines the college undergraduate students' reading tastes, reading preferences, reading needs, and reading choices. Chapter IV presents these findings. (IV) *The argument from example*: This section of the dissertation analyzes four current sports novels to demonstrate how they lend themselves to the teaching of a college undergraduate general education course in fiction. To this end, Chapter V offers explications of a boxing novel (Leonard Gardner's *Fat City* [1969]), a basketball novel (John Updike's *Rabbit, Run* [1960]), a football novel (Don DeLillo's *End Zone* [1972]), and a baseball novel (Robert Coover's *The Universal Baseball Association* [1968]).

Chapter VI presents a concluding summary and suggestions for further study. Sports history, sports in the arts, and especially sports in literature exist as largely untapped sources of material for the college literature teacher. In this respect, the literature teacher lags behind his colleagues in sociology, psychology, and the other social sciences. It is the primary purpose of this study to make known to the teacher of college undergraduates in literature the wealth of that material and to establish its rich variety and its "respectability" as a body of work suitable for inclusion in college literature courses.

THE POETRY PREFERENCES OF FOURTH AND FIFTH GRADE STUDENTS IN A SUBURBAN SCHOOL SETTING IN 1980

Order No. 8112331

INGHAM, ROSEMARY OLIPHANT, ED.D. *University of Houston*, 1980. 134pp.

The purpose of the study was to obtain data relating to intermediate children's poetry preferences in 1980. The seven specific hypotheses that were used in this study were related in part to the findings of the 1972 study of upper elementary students' poetry preferences done by Ann Terry. This study was done on a local level while the Terry study was done nationally. The seven hypotheses were: (1) There will be a difference in the preference for specific types of poetry (limerick, lyric, narrative, and verse) of students in the 1980 study and the students in the 1972 Terry study. (2) There will be a difference between the 1972 and 1980 sample groups regarding selection of the best liked individual poems. (3) There will be a difference between the 1972 and 1980 sample groups regarding selection of the twenty-five best liked poems. (4) There will be no difference between the 1972 and 1980 sample groups regarding reasons given for liking the poems they chose as GREAT! or It's Good. (5) The 1980 sample group will have a higher preference for poems published since 1972. (6) In the 1980 sample the students who have teachers that read poetry to them will have a significantly higher positive response to the poems that they hear. (7) There will be a significant difference between the positive responses of the students who said they liked to have poems read to them when compared to the positive responses of the students who said that they did not like to have poems read to them. The students who said that they liked to have poems read to them will have a significantly higher positive response to the poems.

The data used to test these seven hypotheses was obtained by two separate instruments: A Teacher Questionnaire and Student Poetry Preference Booklets. The subjects were one hundred and sixty-four students in eleven fourth and fifth grade classrooms. The students listened to 112 poems over a period of ten days from cassette tapes. The students recorded their preferences for each poem in the appropriate poetry preference booklet. The booklets contained a page for each poem with a five point scale from IT'S GREAT! to IT'S BAD! A frequency count of the Statistical Package of the Social Sciences (SPSS) was computed to obtain the mean score for each poem. These mean scores were used in testing the first five hypotheses. An analysis of variance of the mean scores was computed in order to test hypotheses six and seven. Hypotheses 1, 2, 3, 4, and 5 were supported while hypotheses 6 and 7 were rejected.

Children have consistently preferred humorous, narrative poems over the other types. Rhyme and familiar content are two traits of poetry that appeal to children. There appears to be a marked favoritism for contemporary poems when compared to the traditional poems. In this study there was no significant difference between positive responses of children who were in classrooms where the teachers read poetry when compared with children in classrooms where poems were not read. Also, there was no significant difference between the positive responses of children who said they liked poetry at the start of the study when compared with children who said they didn't like poetry.

CREATIVITY TRAINING'S EFFECT ON POETRY WRITING

Order No. 8124912

JACKSON, WALTON SEYMOUR, JR., PH.D. *Northwestern University*, 1981. 124pp.

Problem. This dissertation investigates the use of open questions and physical interpretation with a traditional curriculum topic of reading and writing poetry as a method of enhancing the creativity of students as evidenced in their written work.

Method. Fifty-three fourth and fifth grade children were randomly assigned to two treatment groups. Group One received thirty minutes of open questioning about poetry and thirty minutes of training in writing poetry for one hour weekly for thirty weeks. Group Two received twenty minutes of open questioning on poetry, twenty

minutes of physical interpretation of poetry, and twenty minutes of training in poetry writing for one hour each week for thirty weeks. Children in both groups had pretests and posttests consisting of the *Torrance Tests of Creative Thinking, Verbal* and of an instrument designed for this study, the *Poetry Writing Test* (Jackson, 1981). Fluency, flexibility, originality, and elaboration scores in creativity and poetry writing were analyzed using *t*-tests and Pearson product-moment correlations.

Results. Children in Group One made significant improvements in their posttest creativity scores on the *Torrance Tests of Creative Thinking, Verbal*, in flexibility, originality, and elaboration. Children in Group Two had significant improvements in their posttest creativity scores in fluency and originality. When the gain scores of the two groups were compared, it was found that Group One's gains in elaboration were significantly higher than Group Two's gains.

Children in both Group One and Group Two had significant improvements in their posttest *Poetry Writing Test* in all four creativity components, fluency, flexibility, originality, and elaboration. When the gain scores of the two groups were compared for the *Poetry Writing Test*, it was found that Group Two's gains were significantly higher in fluency, flexibility, and originality than were Group One's gains.

The posttest scores for both treatment groups indicated a significant correlation between posttest creativity scores and posttest poetry writing scores (fluency, .43, $p = < .01$; flexibility, .25, $p = < .05$; originality, .33, $p = < .01$; and elaboration, .22, $p = < .05$).

Conclusions and Limitations. The creativity training program using the reading and writing of poetry appeared to be successful in creating significant improvements in students' creativity scores, however, a number of limitations to the study modify the strength of these conclusions. Students in Group One, who had training in creativity through open questioning and poetry writing, made significant improvements in their creativity flexibility, originality, and elaboration as measured by the *Torrance Tests of Creative Thinking, Verbal*. The children in Group Two, who also had opportunities to physically interpret the poetry, made significant improvements in their creativity originality.

In the *Poetry Writing Test* the students in both groups made significant improvements in all four creativity components of their poetry. Group Two made significant gains over students in Group One in poetry fluency, flexibility, and originality. It was suggested that because children in Group One had a longer amount of time to write each week, their poems were more elaborate. When they wrote elaborate poems in the posttest, they wrote fewer poems than students in Group Two and, therefore, had lower scores in fluency and the related components of flexibility and originality.

While the students made significant improvements in all the creativity components of their poetry writing, this improvement was due to the fact that they were able to write more poems in the posttest than in the pretest because of their new familiarity with the forms in which poems could be written. The qualitative improvement in the children's poetry, however, was not as great as the quantitative improvement.

Limitations to the study were considered by the researcher and possible ways of overcoming these limitations in future research were suggested.

AN ANALYSIS OF REVIEWS OF BOOKS OF FICTION FOR CHILDREN AND ADOLESCENTS PUBLISHED IN MAJOR SELECTION AIDS IN THE UNITED STATES IN 1979

Order No. 8113978

KENNEMER, PHYLLIS KAY, ED.D. *University of Colorado at Boulder*, 1980. 156pp. Director: Professor Virginia Westerberg

School and public libraries provide the market for 85 percent of the approximately 2,500 books published annually for children and adolescents. Since librarians rarely have access to recently published books, they must depend on selection aids for making purchasing decisions.

The purpose of this study was to determine the review policies, the format, and the types and length of reviews of fiction books in the six major selection aids for children's and adolescent literature.

The editorial policies and format for *Booklist, the Bulletin of the Center for Children's Books, The Horn Book Magazine, Kirkus Reviews, Publishers Weekly*, and *School Library Journal* were determined through communications with the editors and examination of the periodicals.

An instrument was developed to evaluate reviews of books of fiction according to the number of descriptive, analytical, and sociological items. Assessments of the reviewers' attitudes toward the books from very positive to very negative and the number of words were also noted. These five dependent variables were compared in three phases.

For Phase I reviews of titles common to all six selection aids published in 1979 were identified and a random sample of ten titles was selected for study. *Booklist* and *The Horn Book Magazine* were excluded from Phase II, due to their policies of generally recommending books reveiwed which could have biased the results for the other four selection aids, and a different sample of ten titles common to those periodicals was selected. For Phase III a random sample of twenty reviews was selected from each of the six selection aids.

Significant differences were found for all five of the dependent variables. Reviews in the *Bulletin of the Center for Children's Books* had the greatest number of descriptive items in all three phases. *Booklist, The Horn Book Magazine*, and the *Bulletin of the Center for Children's Books* had significantly more analytical items in Phase III than the other periodicals, although no significant differences were found for this variable in Phases I and II. Reviews in *School Library Journal* were the most likely to mention non-literary or sociological aspects of books in Phases I and II, but no significant difference was found for this variable in Phase III. Reviews in *Publishers Weekly* consistently exhibited the most positive attitudes towards books reviewed. *Kirkus Reviews* had more negative comments about books reviewed in Phases II and III than the other periodicals. *The Horn Book Magazine* was found to have the longest reviews and *Publishers Weekly* had the shortest.

Librarians referring to this study can make decisions about which selection aids to use based on their needs and preferences with a knowledge of how each selection aid is most likely to meet them.

The Classification of Book Reviews form developed for this study proved to be a useful instrument for evaluating reviews of fiction books. It is recommended that this form, or an adaptation of its, be used in further research concerning reviews.

THE ETHICAL DIMENSION: DEVELOPING MORAL AWARENESS IN HIGH SCHOOL LITERATURE CLASSES

Order No. 8117746

LEGOW, RUTH G., ED.D. *Fairleigh Dickinson University*, 1981. 470pp. Chairperson: Dr. Charles R. Kelley

This study demonstrates how literature may be used to heighten the ethical awareness of high school students.

The perspective employed views moral education in cognitive terms. Senior high school students need both to discover the values of the world in which they live and to inspect ethical issues in general. Teachers are frequently urged to discuss ethical issues with their students but receive little help in achieving these goals in high school literature classes. (Disagreement about what is meant by ethical education further complicates the matter.) This study offers one method for heightening the ethical awareness of students without indoctrinating, without undermining other possible ways of studying literature, and without glorifying the students' self-absorption with their own views.

Two factors limit the contemporary school's ability both to handle literature in its appropriate terms and to exercise its responsibility for heightening ethical awareness: First, the tendency to bifurcate human life into realms of thought and feeling and to reduce all "non-empirical" educational goals and tasks to psychological terms which are sometimes narrowly defined as emotional; second, the tendency to reduce the school's cognitive developmental function to private "learning" theory. The problem is to develop a methodology which is both cognitive and helps students to reach beyond themselves and their first emotional responses.

Three specific instructional objectives follow: (1) introduction of the student to the continuous ethical dialogue central to the Western educational tradition; (2) development of the ability to recognize situations which call for ethical analysis without reducing them to what one would like to do; (3) development of the ability to inquire into, and reason about, such situations and the issues they raise.

The study explores how literature, more consciously pursued in its legitimately ethical terms and without abandoning its important role as literary art, can enable the school to recover its appropriate responsibility for making possible the student's ethical development. "Ethical development" in this sense means enlarging the students' conception of the ethical universe in which they dwell and stimulating disciplined inquiry into the ethical tradition. This study shows how this ethical development can be achieved in the high school through a systematic study and discussion of both literature in general and the specific literature of ethical analysis.

The first chapters discuss the purpose and plan of the study and present an historical perspective of moral education in the American public school since 1900. Chapter III reviews the literature about

moral education and evaluates various approaches to moral education. Chapter IV presents a study of Martin Buber, explaining the context in which the approach to moral education proceeds. This context is congruent with John Dewey's and Jean Paul Sartre's view of the student as subject and Jean Piaget's view that development is going out from oneself and meeting the ideas of others. Chapter V provides specific pedagogical strategies employed in teaching ethics in the English classroom. No "sample" lesson plans are offered for there is no pat formula for teaching. The point is to show how the teacher can construct appropriate methods.

Chapter VI gives examples for introducing ethics in English classes and includes responses of students. Chapter VII provides suggestions for presenting ethical issues in works of literature. Specific examples from modern literature are shown in conjunction with student responses on essay tests and in papers. (Chapters VI and VII also include material a teacher may use to develop a method for use with any work of literature.) Chapter VIII summarizes the study and indicates some educational implications. The Appendix reproduces selected student papers which provide more examples of the kinds of questions students raise.

WOMEN ON WOMEN: THE BLACK WOMAN WRITER OF THE HARLEM RENAISSANCE

Order No. 8113639

McDOWELL, DEBORAH EDITH, PH.D. *Purdue University*, 1979. 222pp. Major Professor: Allen Hayman

This study is a feminist reading of the novels of Jessie Fauset, Nella Larsen, and Zora Neale Hurston that focuses on a singularly important, often overlooked, strain in their fiction--their studied preoccupation with the myriad shadings of womanhood. The study inclines heavily toward a discussion of female character, especially the psychology of the black female. Each writer began her career aware of the predominant images or stereotypes of the black woman as sensual, primitive siren, on the one hand, and as the "mammy," the larger-than-life matriarch on the other. Each wrote in conscious opposition to these stereotypes, attempting to create new, more complete images of women that would represent alternatives to these traditional images. What they attempted was not uniformly commensurate with what they achieved, however, for social attitudes about women's roles, as well as artistic censorship by critics and publishers, exerted pressure on the writers that often resulted in their retreat to more conventional statements about womanhood.

The study is divided into six chapters. The first chapter provides a general background of the factors that influenced these writers' treatment of the woman question. For example, aspects of their lives clearly influence their central fictional concerns. Each led a life that departed from conventional expectations of women. None became a mother and none seemed to place a high premium on marriage. Social attitudes about women reflected in certain "little magazines" of the Harlem Renaissance period additionally influence these women's treatment of the female.

The second chapter analyzes the Harlem Renaissance, its development and character. It outlines the controversy over the nature and function of black literature that factionalized the movement's participants and perhaps initiated its decline.

The third chapter examines Fauset's treatment of the black female character and demonstrates that her writings in *The Crisis* magazine--essays and short stories--as well as her foreign lecture tours are alike consistent with her paramount fictional concerns.

The fourth chapter examines Nella Larsen's portrayal of the female character, a portrayal demonstrating that her knowledge of female psychology is more sophisticated than Fauset's, her characterization, stronger, more complex. Larsen openly indicts the three institutions which have most effectively impeded female development and autonomy--education, marriage, and religion--and satirizes her characters who capitulate to these institutions.

The fifth chapter discusses Zora Neale Hurston, who surpasses both Fauset and Larsen in shattering those traditions, institutions, and value systems which have historically oppressed women and kept them from developing into full, independent beings. Moreover, Hurston's works, more clearly than either Fauset's or Larsen's, transcend the particulars of the woman question to embrace more universal and humanistic concerns.

The last chapter summarizes the major points of the study and briefly discusses its implications. Additionally, the chapter attempts to establish Fauset, Larsen, and Hurston as pioneers in the development of a black female literary tradition and connects them with contemporary black women novelists whose fictional preoccupation is also the sensitive exploration of the dynamics of black womanhood.

IMAGINATIVE READING: THE PROCESS OF RESPONDING TO LITERATURE

Order No. 8113544

O'BRIEN, BARBARA J., PH.D. *Columbia University*, 1981. 263pp.

The dynamic nature of literary response is assumed by researchers and theorists of literary response, but little is known about how readers actually formulate their responses to specific works. Studies have been conducted to identify sources of difficulty in responding, to determine how age, education, and teaching styles influence readers' responses, and to analyze the content of statements readers make about literary works in essays, orally to a researcher, and in classroom discussion. Little work has been done, however, to study the formation of readers' responses as they are reading. To describe and analyze spontaneous literary responses, six high school juniors were asked to verbalize everything they thought and felt as they were reading four short stories. Three dimensions of response were found to be important in the readers' ability to imaginatively engage with the stories: the nature of their receptivity and involvement, their attention to the language of the text, and the function of their literary associations. Patterns of response were consistent for the readers, although the content of their responses changed as they read the different stories. All the readers combined their intuitions and analyses as they responded, but most readers were either primarily intuitive or analytical. Intuitive readers engaged easily with the works but rarely developed their responses or discussed interpretive meanings. Analytical readers tended to be distant from the works, but they discussed their responses and the implications of the facts of the story at length. Some readers came to immediate conclusions that they tried to validate as they read; others concluded very little until the end of the story. The tentative readers, whether primarily intuitive or analytical, entertained more and more complex meanings as they responded. These observations indicate that readers need guidance in the formation of their responses so that their emphasis is shifted from discovering the meaning of the work to their participation in the construction of meaning. Further work needs to be done on the ways literary texts guide and structure response, and the ways readers experience literary meaning.

THE FUNDAMENTAL ASSUMPTIONS OF THE CRITICAL RESPONSE TO LITERATURE: AN ANALYSIS

Order No. 8123687

OWENS, LYELL GARY, PH.D. *Purdue University*, 1981. 280pp. Major Professor: V. L. Lokke

It is the main concern of this thesis to provide a critical examination of several unsatisfactory underlying assumptions that have been an integral part of the foundation of literary criticism in the Twentieth century. Since the overwhelming preponderancy of critical accounts of literature since the time of Wordsworth have been expressionistic in nature, such topics as explanations of how an author imparts an emotive quality into a literary work, how a reader is able to recover those characteristics that have been expressed in literature as he or she experiences it, and prescriptions as to how one should use the terminology that revolves around expressionist thought to evaluate literature have received considerable if discursive attention. Within the scope of these discussions, one prominent focus becomes apparent: that either wittingly or otherwise, critics have subscribed to a singular interpretation of the nature of expression, and congruently, that literary theorists have not been able to dispose of a highly unsatisfactory underlying emotive theory. It is an examination of this theory, and the many attempts to both support and discredit it, that comprise the central thrust of this work.

Chapter One is intended to provide a general framework in which the central analysis can be understood; it develops a perspective of the philosophy of literature and acknowledges John Casey as having supplied the initial impetus. It explains the apparent dualism of intellect and emotion and, most importantly, provides a scheme of the several kinds of thought patterns that are generated through logical analogies, and the problems that occasionally develop during attempts at transference of certain analogical models.

The next chapter offers a treatment of the method of analysis that is utilized in succeeding chapters, argues for its viability in application to the philosophy of literature, and to problems concerning the emotive responses to expression in particular. Although it borrows heavily from Wittgensteinian ordinary language analysis, and utilizes the concepts of language-games and stresses the importance of context in determining meaning, it is not exegetically bound to the theories of any particular philosopher.

The essential argument of the following chapter is to reject the notion that an emotion is identical to a feeling and consequently that

emotional qualities can be transferred, either cognitively, causally, or imaginatively, from a literary work to any other point.

Chapter Four considers the thesis that the literary work may contain a meaningful object that is somehow distinct from the textual object, and the ensuing suggestion that this is the literary emotive element that reaches the reader's consciousness. It entertains the postulated objects of Platonic essences, the uttered sound, the reader experience, authorial experience, and perspectivist norms, as well as others. All of these versions of the meaningful object are rejected, as is the identity of the literary work with the reader's mental experience due to, among other objections, a complete lack of coherent verifiability.

The fifth chapter examines the principal underlying assumptions that are largely responsible for the confusions that manifest themselves in the preceeding chapters. The psychological contention that external stimuli and physiological sensations compose emotional reactions is discredited as it relates to the philosophy of literature, partly due to the distinction established between the reasonability of emotional states versus the causality of sensations. It is asserted that the confusion between the descriptive and explanatory functions of language is also responsible for this erroneous turn towards this particular type of psychologism.

Finally, the concluding chapter offers objections to the claims of several proponents of the discredited theory of emotion that the method of linguistic analysis utilized in this work is actually a linguistic form of the same discredited theory.

THE RELATIVE IMPORTANCE OF FOUR NARRATIVE FACTORS IN THE READING INTERESTS OF MALE AND FEMALE ADOLESCENTS IN GRADES SEVEN THROUGH NINE

Order No. 8123348

PEARCE, WINSTON THOMAS, PH.D. *The University of Iowa*, 1981. 234pp. Supervisor: Professor G. Robert Carlsen

The object of this study was the relative importance of four narrative factors in the reading interests of adolescent males and adolescent females in grades seven through nine. The factors considered were the protagonist, the setting, the narration (the manner in which the story is told), and the portrayal of events (the realistic-idealistic overtones of the story). To determine the existence of such relationships and to determine the relative strength of such relationships, the factors were treated as dichotomous mutually exclusive variables. The variables were included in 32 fictitious synopses which were rated for interest by 202 males and 187 females in grades seven through nine. The interest ratings for each synopsis were computed on a five point scale from 1 (very interested) to 5 (very uninterested). These scores were analyzed with a point biserial correlation technique to determine contributions of individual factors to mean interest for eight groups of readers by age and by sex. A multiple correlation technique was used to determine which factors in combination would effectively predict the interest value for male and female readers. Further, multiple regression analysis determined which factors in combination would predict differential interest between male and female readers. (1) The sex of the protagonist was the one factor which dominated interest relationships for males and females. For males, the sex of the protagonist was the most influential factor in relation to total interest. The strength of the influence of protagonist was less for girls. There were no discernable trends for increased or decreased appeal in the results for the factor of protagonist over the three grades for either males or females. (2) Setting exerted a weak influence on the reading interests of males and females. While there appeared to be a tendency in some groups for setting to be an influential factor, it never achieved statistical significance. (3) Narration showed a positive correlation with the reading interests of males. An action-explicit type narration was more favored by boys than the implicit introspective narration deemed feminine. The indication from the data is that where narration was concerned, the girls responded without preference. (4) Portrayal of events exerted little individual influence on the reading interests of males or females. There was a slight tendency for the correlation to be higher with females' interests than with males, but none were statistically significant. (5) When the four factors were considered in concord, it is possible to ascertain a degree of predictability of interest for males and females in a multiple regression computation using the value codes (0, 1) for the factors in the plot. Boys' reading interests are more predictable than girls'. For males in this study, the factors of protagonist and narration figure significantly into the possibility of predicting interest. For girls, the significant factor was protagonist, though the factor was less potent than for males. The factors of setting and portrayal of events did not contribute significantly to interest prediction for males or females. The conclusions to be drawn are that boys are more predictable in degree of interest for a type plot than are girls. (6) Nevertheless, the use of the four factors may be used in predicting the interest differences between males and female readers. This finding contends that sex differences in reading interest result from the interaction of the four factors under study. The results indicated that all four factors were significantly related to the prediction of male or female interest for the twelve and thirteen year old groups of males and females. All factors except portrayal of events were significantly related to the predictability of interest differences for all groups of males and females.

A STUDY OF THE EFFECTIVENESS OF BIBLIOTHERAPY IN CONJUNCTION WITH ADOLESCENT NOVELS IN ALTERING ATTITUDES OF STUDENTS IN A BASIC ENGLISH III CLASSROOM

Order No. 8114346

PRUETT, LAURA JEAN MORGAN, PH.D. *University of South Carolina*, 1980. 268pp.

This study was designed to investigate whether the reading of certain selected adolescent novels would change the student's view of self, family, and responsibility. The dependent variable was the attitude change. The independent variable was the method of teaching. The experimental classes used the adolescent novels; the control classes used the regular curriculum. These variables were examined through the analysis of covariance to determine the answer to the following questions. Do students reading selected adolescent novels change in their attitudes toward the family unit, in their maturation of self-concept, and in their responsibility or decision making more than students pursuing the usual curriculum? Does the sex of the participant play a role in receptiveness to attitude change? Does the reading level of the student participating in the experimental group affect his inclination to alter attitudes?

The sample consisted of 183 students in the eleventh grades in schools located in South Carolina. Students were assigned by a random computer procedure to nine classes, five control and four experimental classes. All students completed questionnaires compiled from *The Family Scale* by E. A. Rundquist and R. F. Sletto, *Acceptance of Self and Others Test* by Emanuel M. Berger, and *Attitude Scale for Clerical Workers* by G. J. Dudycha, standardized tests, at the beginning and the end of the test to determine if a change had occurred. Reading performance was measured by information as derived from *Comprehensive Tests of Basic Skills*, a standardized test utilized statewide to ascertain student performance.

Results of the analysis of covariance failed to support evidence of attitude change as a function of reading specific adolescent novels. There was also no significant change in attitude toward the family unit, self-concept, and responsibility as a result of the sex of the student or as a function of the reading level of the student.

Further research is needed to determine if a longitudinal study might provide insight into the value of bibliotherapy in changing attitudes. Also, studies examining the possibility of attitude change in earlier grades and utilizing an individualistic approach to bibliotherapy are suggested.

A HISTORICAL AND COMPARATIVE CONTENT AND LINGUISTIC ANALYSIS OF THE DEVELOPMENT OF THE IMAGE OF THE CHICANO IN THE LITERATURE FROM 1804-1980 AND ITS IMPLICATIONS TO EDUCATION

Order No. 8116560

RIOS-C., HERMINIO, ED.D. *University of San Francisco*, 1980. 541pp. Chairperson: Alma Flor Ada

This study traced and analyzed the historical development of the paradigms developed in the periodical literature, fiction and the social sciences to explain final causes of the Chicano's empirical reality. The research method is best described as a historical-comparative-contingency content analysis in which the approach and perspective of the historian were indispensable tools in a study of developing paradigms over a period of nineteen decades (1804-1980). The comparative approach dictated the juxtaposition of ideas, images, and class words expressed in over 1,700 sources examined. The contingency analysis procedure involved a disciplined search for the kinds of symbols and contingency elements repeatedly appearing in association with the terms Mexican, Mexican American and Chicano.

The diachronic juxtaposition of ideas, images and contingency elements revealed that the same basic social theories (i.e., biological determinism, geographical determinism, cultural determinism and economic class determinism) were advanced in fiction, the periodical literature and the social sciences to explain final causes of human behavior. Furthermore, the explanations of Chicano empirical life have historically been negative and expressed in symbols whose instrumental value is similar or equivalent.

The historical documentation of this reality through a comparative-contingency content analysis seriously undermines the credibility of social science studies *vis-a-vis* the Chicano since it establishes a direct relationship between popularly held beliefs expressed in fiction and the periodical literature and the paradigms advanced in the social sciences to explain Chicano empirical reality. As this study undermines the credibility of these social scientific paradigms, which have negative and static, it lays the philosophical foundation for a positive and assertive paradigm of Chicano existence and becomes a possible analytical model for researchers from other ethnic groups.

AN EXPLORATORY STUDY OF AGEISM IN CHILDREN'S LITERATURE

Order No. 8123874

RUTHERFORD, WILMA MARIE, ED.D. *University of the Pacific*, 1981. 168pp. Chairperson: Dr. Dewey W. Chambers

Purpose. This study collected data from eighty fictional books for children aged five to twelve that were written in the United States from 1949-1978. The researcher was concerned specifically with (1) discovering if the older humans were stereotyped in children's literature, (2) measuring the judged frequency and intensity of such content, and (3) analyzing the data as they apply to children in grades K-6.

Procedure. Eighty books for children aged five to twelve that were written in the United States from 1949-1978 were the source of data for this study. Content analysis was employed. A coding form consisting of physical and personality characteristics as well as behavioral categories was used as the test instrument. This test instrument was examined for its reliability and validity. To discover if the older humans were stereotyped in the children's literature selected, an analyses of the data consisting of measuring the judged frequency and intensity of the content was conducted.

Findings. The aged characters in the selected eighty books for children were not stereotyped. They were depicted as generally active and having a variety of interests. The roles of the aged characters as well as the relationships and patterns of social interaction were varied. The findings were felt to be indicative of concern for understanding the aging as individuals experiencing somewhat different life situations and responding accordingly.

Conclusions. (1) The instrument designed to measure the aged content in the eighty selected fictional books was thorough and adequately determined the presence, frequency, and intensity of the behaviors and personal characteristics. (2) All of the identified personal characteristics were present in the books either in narrative or pictorial form. (3) All of the identified behaviors were present in some of the books analyzed. (4) The personal characteristics and behaviors found in the books were generally treated by the authors in a positive manner. (5) The judged intensity of treatment of the behaviors ranged from strongly (rating of 1) treated to not treated (rating of 4) at all. (6) The portrayals of the aged characters were not considered by the investigator to be stereotypic. The aged persons were engaged in diverse roles and activities and led varied life styles.

Recommendations. (1) A study similar to this should be done to discover if the aged are stereotyped in the content of children's books for ages other than five to twelve. (2) Studies should be conducted to discover children's attitudes towards the aged and the influence that reading has had in shaping those attitudes. (3) Studies should be conducted to explore the manner in which attitudes toward the aged are internalized by children. (4) Studies should be done to discover if children can or do learn attitudes toward the aged from their reading. (5) Studies should be conducted to compare the portrayals of the aged found in various genres of literature. (6) A replication of this study should be conducted utilizing an adult rater and a child rater. This investigation would give insight to how one perceives experiences presented in the literature.

THE DEVELOPMENT AND IMPLEMENTATION OF AN INTERMEDIATE LEVEL LITERATURE PROGRAM AND ITS EFFECT UPON READING ACHIEVEMENT AND ATTITUDE

Order No. 8124584

SANNI, WILLIAM LAMAR, ED.D. *Temple University*, 1981. 171pp.

Introduction. The focus of this study was to examine the effects of a school wide literature program upon reading achievement, the number of books read and the attitude toward reading of fifth and sixth grade boys and girls. The population for this investigation was the student body (N = 459) of a suburban elementary school near Philadelphia, Pennsylvania.

Methods of Study. The treatment within the study centered around a thematic literature approach. Eight monthly themes or topics were identified to be utilized from October to May. Teacher involvement included the oral reading of books to students on a daily basis for 10 to 30 minutes and implementation of a school wide Sustained Silent Reading period.

Student involvement within the investigation consisted of recording of the books read, completing follow-up activities, and participating in a library experience. Students also exchanged paperback books via a student book swap and participated in story, poetry, and drawing contests.

Administrative involvement in the study included the efforts of the librarian, the reading teachers, and the principal. These individuals planned, directed, and supported an assortment of literature program activities. Parental awareness was stimulated by a series of parent newsletters about the literature program.

Assessment. The Metropolitan Achievement Tests were used to assess reading achievement. In order to gauge the number of books read, annual library circulation was compared with the previous year's circulation. Student attitude toward reading was measured by the Attitude Toward Reading Scale, developed by Deck and Barnette. (1976).

Findings and Conclusions. Student achievement gain in word knowledge from fifth grade when compared to sixth grade gain in word knowledge was found to be statistically significant beyond the .01 level. However, this relationship indicated a negative directional gain in student vocabulary knowledge from fifth to sixth grade. Based upon this finding, simply reading to students and simply allowing them to read (SSR) does not mean that students will increase their vocabularies. There may be, in fact, a negative relationship between these variables and achievement.

The average number of books taken from the library per student for the year of the study was greater than the year when there was no program.

Student attitude as measured by the Attitude Toward Reading Scale was not found to be related to the elements of the school wide literature program.

All other correlations proved not to be statistically significant. However, each of these correlations, although not statistically significant, might be meaningful and worthy of further study. An interesting feature of each of these relationships is that a negative directional gain is present.

Formative and summative data which included survey results, staff evaluations, and parent feedback suggested that the literature program was a positive experience. These results are descriptive and are not supported by statistical evidence.

Two conclusions of this study supported by strong statistical data surfaced as the primary outcomes of this investigation. The key study elements of oral reading by teachers, SSR, number of books read, and the other literature activities do not enhance the measured word knowledge of students. The greater number of follow-up activities completed by classes, the more negative the attitude toward reading of sixth grade students.

A common thread noticed when examining the correlations was that of the negative direction of the variables related to the sixth grade child. Perhaps the seemingly positive literature aspects usually recommended for the elementary child may not be beneficial to the upper age elementary age student, specifically the sixth grade youngster. Further research needs to be attempted at the upper grade levels to establish a better understanding of the literature program elements and the relationship they have upon these students.

FORMS OF INSIGHT: PROPHETIC IMAGES OF TRANSFORMATION IN LANGUAGE, LITERATURE, AND ACTION

Order No. 8123290

SCHANZER, DEBORAH POLLACK, ED.D. *Columbia University Teachers College*, 1981. 171pp. Sponsor: Professor Dwayne Huebner

While insight and its related terms intuition, epiphany, revelation and inspiration is a construct that has been examined in philosophy, literature and theology and is commonplace in vernacular expressions and thinking, it has not been legitimated in education.

The aim of this study is to develop forms for the organization of a representative body of information about insight across the disciplines, to identify and interpret instances of these forms by examining secondary descriptions of insight, and by interpreting selected works of literature in which they occur. The purpose of such identification and interpretation is to reflect on how these forms imply new ways of looking at teacher thinking, language and behavior.

The categories emerging from an analysis of critical and literary works fall into three broad types: Metaphoric Insight, Epiphanic Insight, and Functional Insight. This study proceeds with a critical discussion of metaphor with particular regard to the way a teacher uses metaphor in the classroom, an analysis of metaphor in the poetry of Wallace Stevens, an examination of the theological roots and subsequent use of epiphany in representative literary texts, and an interpretation of the way in which a work of fiction uses Functional Insight.

This work provides an engagement with literature as a way to look at metaphoric language, the experience of transformative moments, and the translation of these forms of insight into subsequent action. The implications of this analysis of insight for teacher thinking and teacher education suggest that the re-engagement with literature provides alternatives to contemporary metaphors of utility and control and that insight can be the revealing of the transformative potential within the daily teaching world.

GROWING WITH BOOKS: THE READING AUTOBIOGRAPHIES OF COLLEGE STUDENTS

Order No. 8123364

SHERRILL, CATHERINE ANNE, PH.D. *The University of Iowa*, 1981. 102pp. Supervisor: Professor G. Robert Carlsen

The purpose of this study has been to examine the collective memories of English and library science majors as they recalled in reading autobiographies their experiences of growing up with books. For them our cultural system, despite its shortcomings, has been successful. They perceive themselves as persons who enjoy reading, who have been and will continue to be lifelong readers. Their professional commitments reflect a value for books. It was therefore fitting to explore their recollections of both the negative and positive experiences in connection with books as a means of identifying the conditions probably likely to lead to a love of reading and to speculate as to ways the family, school, and other agencies can best structure environments conducive to reading.

The sample consisted of 454 reading autobiographies out of a corpus of 1021 written at The University of Iowa during the years 1966 to 1980 for Professor G. Robert Carlsen's Literature for Adolescents course. Because of the freedom of response built into the original assignment, the best approach to inquiry proved to be a phenomenological one, of allowing the autobiographies themselves to dictate the categories for investigation.

In approaching the texts of the first 100, I marked in the margins tentative categories that portions of the text seemed to deal with. I then typed on index cards various testimonies from the autobiographies that fell within a given category. From these excerpts I derived a sense of what I tentatively perceived to be a collective attitude of the respondents about a given potential category. I continued this procedure in my reading and marking of the next 220 autobiographies and every other one of those numbered 321 to 590. Those making up the remainder of the corpus numbered 591 to 1021 I read through without marking to determine any change in direction in overall response or the emergence of new categories.

The responses from the autobiographies lent themselves to grouping around several areas of investigation: books as catalysts in social relationships, the sources for obtaining books, school experiences with books, and patterns in reading experiences. These areas became major chapters. Each chapter contains excerpts from the autobiographies concerning these areas.

Out of the sense of the majority of respondents' recollections emerged implications for ways in which the home, school, and other agencies can best structure environments that will afford pleasurable experiences with books.

The pre-school environment should be one in which the child is read to by a family member. Ideally, the home should be a storehouse of readily available reading materials and a place where the child sees other family members reading.

In elementary years these respondents would have preferred a wide range of reading materials and the opportunity to progress at their own rates. Though competition and prizes were an impetus for reading, quantity should not take second place to opportunities to share and respond to various works. The teacher should read aloud during this period and also that of secondary school years.

In secondary English classes the best atmosphere appears to be one in which there is the greatest freedom of individual selection of literary works and one in which personal response and sharing of ideas with other class members takes precedence over lengthy, detailed study and focus on literary artistry.

According to these respondents, sources for books should be conveniently available and housed in a pleasant atmosphere. Book clubs, bookmobiles, and libraries are popular sources. However, libraries should have a friendly, informal atmosphere and comfortable, pleasant physical design.

THE EFFECT OF AUDIOVISUAL PRESENTATION ON INTEREST IN BOOKS OF PRESCHOOL CHILDREN

Order No. 8122232

SLAVENAS, ROSEMARIE DIETZ, ED.D. *Northern Illinois University*, 1981. 95pp.

The purpose of this study was to investigate one aspect of audiovisuals in the lives of young children. The central question addressed in this study was: How do audiovisuals compare to the story hour approach in encouraging young children's interest in books? This question was broken down into the following sub-questions. (1) Does the presentation of a book produced either as a slidetape program, or a television program, or in a story hour, affect the interest of three- and four-year-old children in total books available to them within the research setting, as measured by their spontaneously taking books from their shelves and looking at them or requesting that they be read to them? (2) Does the presentation of a book produced as a slide-tape program, television program, or in a story hour, affect the interest of three- and four-year-old children in the specific book produced and presented, as measured by the criterion given in number "1" above? (3) Does the presentation of a book produced as a slide-tape program, television program, or in a story hour, affect the interest of three- and four-year-old children in books other than the specific book produced and presented?

Using an experimental design, the three treatments, slide-tape, television (videotape), and story hour were randomly assigned to three groups of three- and four-year-old children enrolled in the Early Childhood Research Laboratory at Northern Illinois University, Department of Curriculum and Instruction, College of Education. A fourth group was used as a control and received no treatment. Each group was comprised of ten children.

A time sampling checklist was designed on which was recorded the children's use of books. Book use was divided into three categories: use of the presented book, use of other books, and the combined use of total available books.

Data were gathered for the study over an eight-month period. Data were collected two days per week, 25 minutes per day over a four-week period for each group. For the three experimental groups, the treatment intervened between the second and third day of data recording. The study was approved as "not at risk" to the children by the review committee for use of human subjects in research.

The raw data on the checksheets were converted to means of book usage for each group for each day. Mean book usage was computed in three categories, use of total books available in the research setting, use of the book used in the three treatments, use of books other than the treatment book. The means of the four groups were compared using an analysis of variance. Significance of these analyses was established at the .05 level at minimum. Means were compared for the four groups for the two pretests and for each of the six posttests, and of the sum of the posttests.

The findings of the study indicated there were no significant differences in the means of the sums of the posttests of the three experimental groups in any of the three categories of book use: (1) total books available, (2) the presented book, or (3) other books.

The research findings of this study do not warrant the rejection of any of the null hypotheses. The conclusion is: there is no significant difference in the interest of three- and four-year-old children in books whether or not they are presented with a story hour, television or slide-tape production. No treatment had a significant effect.

FEMALE SEX-STEREOTYPING IN PRIMARY READING TEXTBOOKS

Order No. 8116144

TINSON, MARY LOIS, ED.D. *Pepperdine University*, 1981. 250pp.

Statement of the Problem. This study was designed to compare female sex-stereotyping in selected textbooks published by companies with and by companies without published guidelines by analyzing stories in reading textbooks recommended for use in California schools in grades one, two and three by the State Department of Education.

Procedures. Three companies with guidelines were chosen because of the widespread use of their reading textbooks in California. The other three companies were chosen because they responded to the researcher's survey, and did not have guidelines.

The textbooks studied were randomly selected from the two types of companies mentioned above. The stories in these texts were analyzed to (1) determine if female sex-stereotyping existed in reading materials in grades one through three, (2) determine if a majority of the stories show one sex in a dominant role, (3) ascertain the kind of career roles shown for males and females, (4) determine the number of career roles depicted for males and females, and (5) determine if females are depicted in traditional or non-traditional roles. The Chi Square Test of statistics was used to determine significant difference.

The guidelines were analyzed to determine the commonality among them. The guidelines from twelve companies were reviewed. Each time a criterion appeared in more than four of the guidelines, that criterion was recorded. After the recording of the criterion, a tabulation was done to see how many times it was repeated in the guidelines. If the criterion appeared in nine of the twelve guidelines, it was considered to be "*common.*"

It was found that guidelines had similarity in content, yet as a whole they differed greatly in their form. Of the twelve guidelines, two were less than three pages long and were typed and stapled. The remaining ten were printed and assembled as manuals or monographs according to the definition used for this study.

It was hypothesized that there was not significant difference in the frequency of sex-stereotyping in primary reading textbooks published by companies with published guidelines as opposed to similar textbooks published by companies without published guidelines.

Conclusions. The following conclusions are drawn in this study: (1) There was a significant difference in the sex representation of males and females in the illustrations of the textbooks published by the two types of companies. However, there was no significant difference in the sex representation of the two sexes in the prose in the same textbooks. (2) There was significant difference in the representation of the sexes in the prose and illustrations between the books published by the two types of companies. Males were significantly represented as the dominant characters by both companies. (3) There was no significant difference presented between the careers for the sexes for the two types of companies in the prose or illustrations. (4) There was no significant difference in the number of careers depicted for each sex in the illustrations or prose between the two types of companies. (5) Finally, there was one non-traditional role depicted for females. This represented .01 percent of the time.

The results of this study indicated that the educational publishers surveyed were aware of the issue of female sex-stereotyping in primary reading textbooks as well as other instructional materials. Each publisher had at least three criteria that were common to the other publishers. However, sex-stereotyping was given much more extensive treament in some guidelines than in other guidelines. Consequently, publishers varied in their approach to determining or eliminating female sex-stereotyping.

In both study groups, males were almost always shown in the dominant role. The males were usually very active, while the females were quiet or not in an active role. Inasmuch as males dominated the stories as main characters, it would seem logical to conclude that, whether the publishers did or did not have guidelines to eliminate sex-stereotyping, they regarded males and their activities far more important and interesting to children than were females and their activities.

RESPONSES OF YOUNG CHILDREN AND ADULTS TO BOOKS WITH A LESSON

Order No. 8115055

UFFMAN, BARBARA ELIZABETH, PH.D. *University of Minnesota*, 1981. 183pp.

The purpose of this study was to investigate the nature of responses young children and adults who work with children make to books with a lesson. The study was designed to analyze and compare types of responses made by children and adults and to explore the possibility for developing a classification system to study responses of young children to books with a message.

A total of 116 first grade children in six groups and 40 adults responded to two realistic and two make-believe books written for young children. Each story contained a lesson either implied or stated. Children responded to two multiple choice questions designed specifically for each book and three open-ended questions which were the same for each book. Stories were read to the children in a rotating order over a four week time period. Responses were elicited through individual tape-recorded interviews with each child. The adult population read the four books on an individual basis in one sitting and responded to a written questionnaire for each book. Multiple choice questions used with adults were the same as those used with children. Comparable but not identical open-ended questions were used with both groups.

The findings indicated that both children and adults can identify a lesson in a story with adults more likely to do so than children. Children identified lessons more frequently in make-believe stories with personified animals than in realistic stories while adults identified lessons with about equal frequency in both realistic and make-believe stories. Children responded frequently by retelling incidents from a story and had difficulty identifying literary elements. Adults identified literary elements when detailing merits of a book but named lessons rather than literary elements as a reason for using a book. Children did not appear to understand the meaning of the term "character" or the role of a character within a story. Responses to lessons were either story specific and consistent with plot or were generalized to lessons which could be applicable to many books. Both children and adults made more responses to story specific lessons than to generalized lessons. A greater percentage of adults than children cited generalized lessons. Responses by children to lessons were characteristically short, succinct, specific to story, seldom didactic, and referred to terms of second person. Adult responses to lesson tended to be more verbal and didactic and to incorporate cliches.

The nature of the responses allowed for development of a classification scheme to analyze responses in which children explained a lesson. The scheme was developed with recognition that 59 percent of the children identified a lesson but 41 percent had no knowledge or awareness of a lesson. Classification of responses which explained a lesson indicated that while some children responded to a lesson by retelling an incident or relating a lesson in terms of a character within a story, the greatest proportion stated a lesson in terms of the way it related to a reader. Development of a classification scheme using responses of young children must be an on-going process with a continual review and refinement of categories to consider characteristics and limitations of responses and categories.

Responses throughout the study indicate that children do not consider lesson to be important in learning or reading a story, which suggests that spending time discussing lessons in a book with children is not as important as adults might believe it to be. Teaching practices and other uses of books with children should focus on literary elements, appreciation, and enjoyment of literature.

A STUDY OF CHANGING CONCEPTIONS OF EQUALITY AND ACHIEVEMENT REFLECTED IN NEWBERY AWARD-WINNING BOOKS AND THE RUNNERS-UP DURING THE PERIOD BETWEEN THE TWO WORLD WARS

Order No. 8123185

WALLACE, GWENDOLYN, ED.D. *The University of Tennessee*, 1981. 226pp. Major Professor: Clinton B. Allison

The purpose of this study was to explore the treatment of the social values of achievement and equality in the Newbery Award-winning children's books and in the runners-up for that award during the conservative 1920s and the liberal 1930s. The conceptual framework was derived from Seymour Martin Lipset's thesis that expressions of these values are the cement of American society. He showed that they have been influential throughout American history.

that they are strongly interrelated, and that they occur in creative tension, falling occasionally into conflict. Finally he observed that a conservative political era will tend to emphasize achievement in its social and intellectual life while a liberal one will tend to emphasize equality.

The research questions were designed, first, to explore the relationship between the conservatism or liberalism of each political era and the relative emphasis on achievement and equality in prestigious children's books; and, second, to show the developing conceptions of each value throughout both decades.

From this comparative value analysis of the content of the books the following conclusions were drawn: (1) Lipset's observation about the operation of values according to the dominant politics in American life holds. The conservatism of the 1920s and the liberalism of the 1930s, expressed as concern with achievement or equality, is reflected in them. In both decades, however, the other side is also represented. (2) The reflections of the dominant politics in the conservative era are more clear-cut than in the liberal one. (3) The contrast in emphasis on the values within and between the decades is not as strong as their steady interactive development throughout both. (4) The interplay of these values with each other and with their milieu in the 1920s and 1930s produced a steady development in conceptions of each that moved from narrow, traditional views to broader, more liberal ones. (5) The influence of achievement on equality has been a stabilizing one that requires people newly accepted for their intrinsic worth to demonstrate it by external achievement. (6) The influence of equality on achievement has been a creative one that has expanded its sphere of operation, allowed more people to achieve, and stressed cooperation. (7) A second influence of equality on achievement has been to reduce achievement expectations to somewhat less heroic proportions; many accomplishments portrayed are attuned to the occupational needs of modern industrialized society for widely diffused competence as well as for leadership talent. (8) The fact that an anti-egalitarian stereotype is softened or eliminated in one book, as in one sector of society, does not mean that it will necessarily be modified in all later ones. (9) Regardless of changes in definitions of honored achievements or in the background of achievers, the character traits recommended for achievement do not change. (10) The element of literary quality in and of itself has little effect on the presence or absence of the values of equality and achievement. (11) The values of achievement and equality are remarkably pervasive.

The conclusions indicate that in the period studied the books honored by the American Library Association were performing a useful educational function not only as mediators between the child and society but also as reflectors of important American social values.

A CLASSIFICATION OF SELECTED PARABLES ON THE BASIS OF THEIR LITERARY CHARACTERISTICS Order No. 8113624

WILLIAMS, SAMUEL FREE, JR., PH.D. *The Southern Baptist Theological Seminary*, 1981. 231pp. Chairman: R. Alan Culpepper

The purpose of the dissertation was to explore the possibility of classifying the parables according to objective literary characteristics. The problem which this purpose addressed was the fact that a system of parable classification had not been developed which objectively grouped the parables into distinct classes capable of yielding interpretive clues.

The first chapter introduced the problem by surveying briefly three popular methods of parable classification: classification according to form, subject matter, and message. The purpose was then stated and a methodology for achieving the purpose was outlined. A phenomenological analysis was presented as the methodology which would guarantee maximum objectivity. The scope of the dissertation was circumscribed: in keeping with the stated purpose, several literary characteristics would be applied to several representative parables in an effort to demonstrate the possibility of classifying the parables according to objective literary characteristics.

The second chapter surveyed and evaluated six of the most widely accepted classifications of the parables. The seminal work of Adolf Jülicher and the expansion of Jülicher's classification by Rudolf Bultmann were examined and found to be weak in two areas: they neither divided the parables into distinct classes nor provided interpretive clues. The classifications of C. H. Dodd and Joachim Jeremias were surveyed. Both Dodd and Jeremias fell victim to the charge of excessive subjectivity: their classifications were based on their ability to place the parables in their original, specific setting within the message of Jesus. It was observed that their settings and classifications were dependent upon their understandings of the eschatological message of Jesus. Dan O. Via, Jr. and John Dominic Crossan were chosen as representatives of classifiers who understand the parables to be literature. Via's classification was criticized in that it only classified eight of the longest parables and that it provided no clues to interpreters. Crossan's classification was found to be the most acceptable of the six, but since it was a classification based upon his interpretations of the parables, it was not helpful in guiding interpreters. In each of the six cases, the interpreter's understanding of the nature and function of parable determined the shape of his classification.

The third chapter established a definition of parable. The Old Testament background and the New Testament occurrences of parable were analyzed. Metaphor was presented as a model for understanding the nature and function of parable. Then a definition of parable was offered and the effect of the definition on classification was discussed.

The fourth chapter defined six literary criteria for classification. The necessity of choosing objective criteria was stressed, and the surface structure of the parable was isolated as the field in which objective criteria might be observed. Six criteria for classification were established: number of main characters, point of view, contrast of types, frustration of expectation, identifiable hierarchies, and narrator intervention.

The fifth chapter applied these criteria to a sample of eleven parables. The result was that the eleven parables clustered into three groups; the parables within each cluster were seen to be similar to each other and divergent from other parables in the sample. The interpretive clues which the clusters yielded were discussed and it was concluded that classification according to literary characteristics is not only possible, but is a viable option which should be pursued.

THE EFFECTS OF THE EXTENSIVE AND THE INTENSIVE METHODS OF TEACHING THE JUNIOR NOVEL ON EIGHTH GRADE STUDENTS' ABILITY TO READ A MORE DIFFICULT NOVEL Order No. 8114360

YOST, WILLIAM LUTHER, PH.D. *University of South Carolina*, 1980. 287pp.

This investigation was designed to tell whether either of two methods of teaching the junior novel would help eighth grade students read a more difficult work, a classic novel. The experimental design used two experimental groups--the extensive and the intensive--and a control group. Three teachers in three middle schools within a county school system in South Carolina, each taught three sections: an extensive class, an intensive class, and a control class. The 186 students enrolled in the nine classes were divided as follows: seventy-four in the extensive study, fifty-one in the intensive study, and sixty-one in the control group.

Before the classroom study was conducted, twenty-five knowledgeable educators responded to a survey to determine which junior novels might best be used to help students read a more difficult work. Also, the respondents were asked to identify a classic novel they thought appropriate for an eighth grade audience. From this survey of over fifty junior novels, a committee composed of personnel from the school district involved in the study and the present writer selected *Sounder*, *The Light in the Forest*, and *A Wrinkle in Time* as the three junior novels to be studied and read in the extensive and the intensive classes. The committee also used this "Survey of Junior Novels" to choose *The Old Man and the Sea* as the more difficult work that was to be read independently by all three groups.

The intensive classes studied each of the three selected junior novels for eight days in a two-week span. One week then elapsed before the classes began their study of the next novel. While the intensive classes were studying the books in depth, the extensive classes read the three selected junior novels as well as other junior novels.

After an original objective reading test on the three junior novels was given to the two experimental groups, copies of *The Old Man and the Sea* were distributed to all three groups for their independent reading. All three groups were then given an original objective test on their reading of the more difficult work.

Two tests were used as pre and posttest controls for the experiment. Forms 3 and 4 of *The Nelson Reading Skills Test* measured the reading abilities of the students before and after the study and aided in validating the two original tests. "A Scale to Measure Attitude Toward Any School Subject" measured the beginning and ending attitudes of the students toward four school subjects: mathematics, English, science, and history.

Analysis of Form 3 of *The Nelson Test* revealed that the groups were not equal in their reading abilities. All statistical analyses were, therefore, adjusted accordingly.

The data supported the following conclusions: (1) Neither experimental group was significantly better than the control group when the scores on *The Old Man and the Sea* test were compared. (2) Neither the extensive nor the intensive method proved to be a superior method of

teaching the junior novel to these eighth grade students. (3) Both experimental groups improved their reading skills scores significantly more than did the control group. (4) Both experimental groups showed significantly better attitudes toward English at the end of the study than did the control group, indicating that the study of the junior novel had a positive influence on students' attitudes toward English as a school subject. (5) When the attitudes of the two experimental methods were compared, no significant difference appeared, but the intensive group ended the study with a more positive attitude toward English, whereas the extensive group was slightly less positive.

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